



## ABSTRACT

*This study focused on mentoring teaching models as devices that are being used by teachers in imparting knowledge into students in the school via General English as a medium of instruction. Lecturers in three public Colleges of Education in Oyo state were used for the study. Descriptive survey design was adopted,*

# PERCEPTION OF COLLEGES OF EDUCATION LECTURERS ON USAGE OF MENTORING TEACHING MODELS: GENERAL ENGLISH AS A MEDIUM OF INSTRUCTION

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## INTRODUCTION

Current trend in global educational development has made teachers just standing in front of students anachronistic. Teaching and learning now rest on mentoring models, wherein teachers are not mere delivery systems but attending to students to acquiring bits of knowledge through rote learning. The mantra is that, teachers must learn to guide students as they navigate a knowledge-rich world through mentoring. Mentoring is to support, guide, groom and encourage learners to manage their own learning in order to maximize their potential in order to become what they want to be in line with their bents.

Mentoring is one of the most recent concepts in the field of education. It is identified as a source of peer



and purposive sampling technique was used in selecting 400 research respondents. However, 394 respondents were used (210 males and 184 females) in generating data for the study. Three null hypotheses were set and tested at 0.05 alpha value of significance. Researchers' designed instrument tagged 'Mentoring Teaching Model Usage Competence Questionnaire (MTMUCQ) was used to tap information from the respondents. The instrument yielded 0.75 reliability co-efficient value with test-re-test reliability method. T-test, Analysis of Variance (ANOVA) and Scheffe post-hoc test statistical packages were used in analyzing data for the study. Findings indicated the significant difference between male and female lecturers' perception on mentoring teaching model ( $t(392) = 4.98$ ,  $p < .001$ ). Significant difference also existed on the basis of their years of teaching experience ( $f(2,391) = 15.55$ ,  $p < .001$ ). Based on the findings, it is recommended among others that mentoring programs should be clearly designed for formal and full implementation in Colleges of Education in Nigeria, and periodic training should be given to professional teachers on the dynamics of mentoring models for operational uniformity.

**Keywords:** *Effective learning, General English, Mentoring teaching model, Mentor, Teacher professionalism*

support and a framework for effective professional preparation and academic leadership (Daresh, 1996). Michael (2008) sees it as a model that seeks to develop an individual professionally with the ability to apply skills, knowledge and experience to new situations and processes. This is the reason that this concept is very paramount to effective learning in the school, as it establishes positive and cordial relationship between the teachers and the students. The relationship increases enthusiasm in teaching, feelings of self-fulfillment, as well as adoption of new teaching practices by mentees and mentors alike (Quratul, Abdul Qayyum, Saira & Malek 2017; Nguyen, 2017).



Mentoring relationships are often described as coaching (Poglinco, et al, 2003), and it could be adopted at both formal and informal levels. In education, mentoring is a complex and multi-dimensional process of guiding, teaching, grooming, instructing, influencing, supporting and ordering the steps of learners. Mentoring as a teaching model is integral to teacher professionalism (Daresh, 1996; 2003). It provides support and promote excellence in teaching and learning, research and academic leadership (Ekechukwu & Horsfall, 2015); allows learners to build skills and knowledge while attaining goals for career development (Klinge, 2015); and it is one of the most preferred practices in achieving and sustaining learning, towards the goals of the individuals and institutions (Sahin & Sahin, 2016). Mentoring practices are beneficial to students (mentees), teachers (mentors) and schools, where it effectively took place (Nowell, et al. 2017). In other words, mentoring has the potential of impacting young learners with understanding to develop skills, improve their academic performance and equips them with knowledge on issues and assists them to find meaning in life, without been forced to learn but see the needful to cooperate with their instructors.

This study focuses on mentoring teaching models via general English Instruction for the effective academic performance. Mentoring models are characterized by their focus on a narrow range of issues (acculturation, lesson planning, and delivery as examples) and traditional perspectives on teaching and learning, namely; the mentor as the source and evaluator of knowledge, employing systematic training; and the novice as the passive receiver of information and feedback. Systematic training involves learning to teach which occurs by developing competencies on a predefined list (Maynard & Furlong, 1994).

Mentoring model as a coaching and grooming process is described by Alkin and Ellet (2004) as a one-to-one teacher-student relationship that occurring during regular school hours, for the purposes of improving students' academic success, increasing attendance and improving the quality of student-teacher relationships. This is more than giving advice on how to handle specific problem (Peretomode, 2017). Ingersoll & Strong (2011)



define mentoring as a personal guidance provided in schools by experienced teachers to new and inexperienced ones. From the foregoing, mentoring is a complex and multi-dimensional process of guiding, teaching, influencing and supporting up-coming teachers in training and less experienced ones in the profession.

Effective mentoring programmes have two salient practices: communication and support (Ismail & Ridzuan, 2012). These practices make mentoring a distinct key lever in improving teachers' classroom instruction and in translating knowledge into classroom practices (Charner & Medrich, 2017). Lecturers in tertiary institutions are mentors and required to perform mentoring roles. According to mentoring theory, mentors perform the career-related functions which including sponsorship, exposure and visibility, coaching, protection and challenging assignments; provide psychosocial functions, including role modelling, acceptance and confirmation, counselling, and friendship (Kram, 1983). The process of mentoring in the classroom includes modeling of the expected acts because the mentor must be able to model the messages, personnels and suggestions of relevant ideas being taught to the beginning teachers (Gay, 1995).

In this study, mentoring teaching model is anchored on Bandura's observational learning theory (Bandura, 1997). Observational learning involves skill acquisition, strategic in-built of capacity, and entrenchment of beliefs by observing others. In observational learning theory, the focus is given to exploring, attention, retention, production and motivation. According to Bandura, (1997) students must attend to the things the model/mentor (teacher) is doing or saying before they can imitate his or her action. Mentoring process is influenced by a host of characteristics that include warmth and affection which the mentor (teacher) exhibit in his or her interaction with the students (mentees).

Mentors serve as guide and thought partners for students on their academic journey and provide them with road map which would order and help empower them to become autonomous learners as they steer up via creativity and innovation. To do these effectively, Rhodes & DuBois (2006)



submit that mentors must be wise, experienced, emotionally balanced, matured, accommodating, ready to help, supportive and available to impart learning. On a general note, positive attitude of teachers have great impact on learning as it endears students' mind to on-going activities in the classroom. It encourages students to give rapt attention to their teachers. However, in order to have good retention, students must code information given by a teacher and keep such in memory, so that they can retrieve it easily. In retrieving information, a simple verbal description or a vivid image of what the model did is of great importance. This explains the need for students' attentiveness and full application of self to their academic pursuit. As submitted by Bandura, (1997) teachers should give vivid, logical and clear demonstration of instruction in the classroom through effective communication and students should engage their motor ability. Effective teaching, coaching, and practices which mentoring model provides help students improve their motor performances. However, reinforcement is necessary on the part of teachers to encourage learners when they are not reproducing desired and required behaviour. Bandura opines that the following tips could help in this regard: Teachers should reward the model; reward the student; instruct the students to make self-reinforcing statements; and teachers should show the students how the required behaviour leads to reinforcing outcomes. Teacher's professional competence is premium to good application of mentoring model. Obisesan, (2011) submits that competence of mentors in language usage determine effective instruction delivery and acquisition of the course of study for students' understanding and sustainability of educational programme. Mentoring teaching model required propositional knowledge based on course of study and English Language usage has the core medium of instruction in tertiary education (Foyewa, 2011; Awolere & Muraina, 2011 and Ibitoye, 2011). English language is used as the medium of communication in teaching of all courses with the exception of Yoruba language, French language, Arabic language, Igbo language, Hausa language, etc. Though the instructors of non-English language based subjects do use code-mixing for the effective instruction delivery. General English Instruction (GEI) as a



course of study, is to develop and remediate students' English language usage and deficiencies on language skills usage for effective communication. Ibitoye, (2011) identify mentor's language ability as a determinant for effective instruction delivery and acquisition of course of study by the students. Good communication of mentor and mentee assist the understanding, assimilation, appreciation and implementation of the knowledge acquired. With this, Daresh (2003) posit that mentor must willing and ready to build mentee's needs for adequate communication skills which aims at developing clinical supervisory/observation, apprenticeship, competence and reflection.

Ismail & Ridzuan, (2012) identified communication and support as salient practices for effective mentoring programme via education. This made the study germane to educational development of citizenry. Colleges of Education students are 'would be teachers' that need adequate language skills for proper dissemination of relevant instruction in the schools (NCCE, 1990). Therefore, General English Instruction is inculcated into Nigeria Colleges of Education programme to build up would be teachers' communication competence (Foyewa, 2011) for both personal and academic development. General English as a course, is compulsory for all tertiary institution education students in order to equip them with sound communication skills. The communication skills' acquisition involves adequate utilization of language skills – listening, speaking, reading and writing for both oral and written communication to effect good instruction in schools.

Mentoring has two important features: communication and support (Ismail & Khian Jui, 2013). Appropriate implementation of communication and support via the aid of general English as a medium of instruction in the schools, enhances positive mentee outcomes, especially academic performance. General English Instruction is an academic programme of developing, remediating and perfecting English language usage of learners at Colleges of Education in Nigeria (Foyewa, 2011). This is a course with specialized knowledge, based on adequate usage of language skills for effective communication. Since the instruction at tertiary institutions made



English language as official medium, there is need for effective development of use of English for communication. In meeting up with teacher education policies, National Commission for Colleges of Education dictate and societal demands, mentoring teaching model is a good device in effecting adequate usage of General English Instruction in the school.

Ahiatrogah, (2017) asserts that mentoring teaching model requires propositional and procedural knowledge. Therefore, there is the need to identify the contributions of gender, academic level and course of study of mentees. More so, skills development initiative has much to do with gender issues. King & Palmer (2006), differentiate capacity and ability of male and female in skills development in school and observed that females have more obstacles than their male counterparts, due to their commitments. Although, rather than age and status, the physical location of mentors in relation to mentees appeared to have considerable bearing on the formation of effective mentoring relationship (Carter & Francis, 2000).

Mentoring is a critical component of effective teaching (Ekpoh & Ukot, 2019). It could play an important role in the development of pre-service teachers in Colleges of Education if it is properly used by experienced lecturers. According to literature, it takes between four to seven years for an individual to develop into a competent teacher (Carter & Doyle, 1995; Gonzalez & Carter, 1996; Verrella, 2000). Beginning teachers are sometimes less able to work with speed, fluidity, and flexibility (Sabers, Cushing & Berlinder, 1991), while experienced teachers tend to be less hesitant (Carter, Cushing, Sabers, Stein & Berliner, 1988). In line with these submissions, Olmstead (1993) discovered that experienced teachers develop and mentor students adequately than less experienced ones. Quratal, Ain, Qayyum, Saira & Mahek, (2017) also observed positive correlation between effective mentoring with increased length of years of mentors in teaching profession. This is an indication of correlation between years of teachers' teaching experience and effective use of mentoring teaching strategy.

### **Hypotheses**

The following null hypotheses were set in piloting the study:



- Ho<sub>1</sub>:** There is no significant difference between male and female Colleges of Education lecturers in their usage of mentoring models.
- Ho<sub>2</sub>:** There is no significant difference in the usage of mentoring models by Colleges of Education lecturers based on their length of service in teaching.
- Ho<sub>3</sub>:** There is no significant difference in the usage of mentoring models by Colleges of Education lecturers based on their areas of specialization.

### **Methodology**

Descriptive survey research design was adopted for the study, and population comprised lecturers in public Colleges of Education in Oyo state: Federal College of Education (Special) Oyo, Emmanuel Alayande College of Education, Oyo, and The College of Education, Lanlate. Purposive sampling technique was used in selecting 400 research respondents. A purposive sampling technique, a non-probability sampling technique is based on characteristics of a population and the objective of the study (Crossman, 2017). A total number of three hundred and ninety four lecturers from the three institutions were however used as research respondents (three hundred and ten males and one hundred and eighty four females).

The instrument used for the study was the researchers' designed questionnaire tagged "Mentoring Teaching Model Usage Competence Questionnaire" (MTMUCQ). In determining the validity and reliability of the instrument, the researchers gave it to test experts who offered constructive criticism that enhanced the appropriateness and relevance of the instrument to the study. The reliability of the questionnaire was determined through test-re-test; and reliability co-efficient of 0.75 was obtained which indicated that the instrument was adequate in generating data for the study.

The instrument was divided into two parts (A and B). Part A tapped bio-data information of the participants such as gender, years of teaching and teaching courses. Part B was divided into four sections. The sections contain twenty items with four point rating scale (strongly agree, agree, disagree,



strongly disagree). With these, relevant information on the perception of lecturers on the use of mentoring teaching model in General English studies was obtained.

The questionnaire was administered by the researchers with the assistance of some Heads of Department in the three Colleges of Education used for the study.

### Data Analysis

T-test and Analysis of Variance (ANOVA) statistical packages were used in analyzing data for the study.

### Results

The results are presented in Tables 1, 2, 3 and 4 according to the stated hypotheses

**Table 1:** Difference between male and female College of Education lecturers in the perception of the usage of mentoring teaching models

Variable	No	x	SD	df	t-cal	Mean difference	Decision
Male	210	51.71	9.46	392	4.98	4.77	P < .001
Female	184	56.49	9.56				

Table 1 showed that there was significant difference between male and female Colleges of Education lecturers in their perception of the usage of Mentoring Teaching Model. This is because, the calculated value ( $t(392) = 4.98$ ,  $P < .001$ , Mean Diff = 4.77) is significant at 0.05 alpha level set for the study. Therefore, the hypothesis of non significance could not be confirmed and was not accepted. Females scored higher in their perception of usage ( $x = 56.49$ ,  $SD = 9.56$ ) more than their male counterparts ( $x = 51.71$ ,  $SD = 9.46$ ).

**Table 2:** Comparison of usage perception of Colleges of Education lecturers on Mentoring Teaching Models

	Sum of squares	df	Mean square	f	sig.
Between Group	2773.825	2	1386.912	15.548	p < .001
Within Group	34878.947	391	89.204		
Total	37652.772	393			



Table 2 showed that there was significant difference in the perception of usage of mentoring teaching models among Colleges of Education lecturers based on their length of service in teaching profession. The calculated F-ratio ( $f(2,391) = 15.55$   $p < .001$ ) is significant at 0.05 alpha level set for the study. The hypothesis of non-significance is therefore not accepted. To identify where differences lie among the participants based on their length of service in teaching, a Post-hoc analysis is computed using Scheffe Post-hoc test. The result is as stated in Table III.

**Table 3:** Difference in the perception of usage of mentoring teaching models by Colleges of Education lecturers in teaching based on their year of service.

Variable	No	X	SD	Mean	Difference 7 Years & 4-6 Years	
				1-3 Year		
1-3 Years	116	51.40	9.75		.889	5.87*
4-6Years	126	52.29	8.51	.889		4.98*
7Years and Above	152	57.26	9.93	5.87***	4.98**	

NB\*\*\* Sig at  $P < 0.001$

From Table 3, it could be seen that significant difference existed in years of teaching experience. 1-3years experience ( $x = 51.40$ ,  $SD = 9.75$ ) and 7years and above ( $x = 57.26$ ) with the mean difference of  $x = 5.87$ . Also, significant difference occurred between 1-3 years experience ( $x = 52.29$ ,  $SD = 8.51$ ) and 7 years and above experience ( $x = 57.76$ ) with mean difference of 4.98. However, no significant difference existed between 1-3years in experience and 4-7years and above, among the Colleges of Education lecturers in their perception of usage of Mentoring Teaching Models.

**Table 4:** Differences in the perception of usage of mentoring teaching models of Colleges of Education lecturers based on areas of specialization.

Variable	Sum of square	df	mean square	f	sig
Between Group	468.924	2	234.462	2.465	.086
Within Group	37183.848	391	95.099		
Total	37652.772	393			



Hypothesis three is not significant as Table 4 showed F-ratio ( $f(2,391) = 2.465, p = .086$ ) which is not significant at 0.05 alpha level set for the study. Therefore, the third null hypothesis is accepted. It implies that the competence of Colleges of Education lecturers on the usage of mentoring teaching models in teaching is similar across areas of their specialization.

### **Discussion of Findings**

Findings of the study indicated significant difference between male and female lecturers in the perception of usage of mentoring teaching models. Females scored higher in the usage perception than their male counterparts. This may be due to biological differences that exist between male and female individuals. Although, several studies indicate that there is no significant differences in teaching styles between male and female teachers (Centra & Gaubatz, 1998; Feldman, 1992; Francis, et al., 2006; Islahi & Nasreem, 2013).

The result of the study also showed no significant difference on the criterion variable in relation to the lecturers' length of year in service. This may be due to the same professional training that all the lecturers received as professionals. This result ran contrary to some scholars' submissions. It is asserted that experienced teachers tend to be more controlling on instructional management. For instance, Unal & Unal, (2012) observed that experienced teachers have combined years of service and a repertoire of classroom skills and strategies. As posited by Brandenburg, McDonough, Burke and White (2016), there is tendency to presume a straight forward linear relationship between teachers' years of experience and the quality of teaching.

Furthermore, findings indicated that the participants' perception in the use of mentoring teaching models is similar across areas of specialization. This may be due to the curriculum of education in higher institutions of learning either in Colleges of Education or in Universities. It is mandatory for every education students to take certain general courses irrespective of the area of their specializations, be it Arts and Social sciences or Pure Sciences, etc. Students undergo the same education courses while in training in the



schools. The fact that every trained teacher received the same professional training made all adequately equipped to have high sense of teaching efficacy and competent using various teaching strategies and devices.

### **Conclusion**

Mentoring teaching models provide support for students in the school which allows teachers to establish rapport with students for teaching effectiveness. Good mentoring sets good example for professionalism in teaching as it helps in developing future leaders and professionals that would groom future leaders of Nigeria.

### **Recommendations**

Mentoring programs should be clearly designed for full implementation in Nigeria schools and there should be operational uniformity.

For effective use of mentoring model in the college, periodic refresher training should be organized for Colleges of Education lecturers on dynamics of mentoring models in the college.

Ministry of Education in Nigeria should investment more into education industry through provision of teaching materials, improved facilities and attractive salary packages for teachers in order to motivate them.

Federal government should appreciate tertiary education tax fund commission and encourage them to extend their functions to other schools like private and state owned schools that had not benefited.

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